Renison University College Land Acknowledgement

With gratitude, we acknowledge that Renison University College is located on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe, and Haudenosaunee peoples, which is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

Fall 2019

Course Code: SDS 215R
Course Title: Education and Social Development from a Global Perspective

Class Times/Location: Wednesday, 6:30 PM-9:20 PM, REN 2918

Instructor: Lifang Wang, PhD
Office: REN 1621
Office Hours: Thursday, 12:00 PM-1:00 PM or by appointment
Email: l448wang@uwaterloo.ca

Catalogue Description
This course explores education and social development from a critical global perspective. Students learn the connections between educational practices and global conditions by focusing on themes such as citizenship, human rights, peace, and [the] environment.

Course Description
This course seeks to engage students in a critical and interdisciplinary analysis of education and social development from a global perspective. We will address such questions as: What does education mean? What is education for? What is social development? How should knowledge be transmitted or taught? What content should be taught? How can education contribute to social development and transformation for peace, sustainability, gender equity, and social justice?

The course is divided into three parts. In Part I, Global Foundations of Education and Social Development, we will explore the contributions of international thinkers from antiquity to the present. In Part II, Global Aims of Education and Social Development, we will focus on autonomy, civic engagement, economic participation, and human flourishing as universal aims
of education and social development. In Part III, Education for Peace, Sustainability, Gender Equity, and Social Justice, students will be encouraged to examine and envision their beliefs from a critical theory perspective and to incorporate the insights that postmodernists, feminists, and critical race theorists offer. We will also have opportunities to make connections between the course material and discussions and between our professional work and personal life.

**Course Objectives and Learning Outcomes**

Upon completion of this course, students should be able to:

- **A.** Critically examine and reflect on the nature, content, and purposes of education and schooling;
- **B.** Identify and analyze civic engagement, autonomy, economic participation, environmental sustainability, critical thinking, equity, and social justice as important aims of education and social development;
- **C.** Examine global education and social development issues using the multidisciplinary approaches of sociology, philosophy, and gender studies;
- **D.** Understand why concerns about human rights, peace, sustainability, equity, and social justice need to be taken into account in all discussions of educational issues.

**Required Textbook**


All students are expected to purchase, borrow, or otherwise legally acquire the **Required Textbook**. New copies are available for purchase at the book store. Used copies are acceptable.

A copy has been placed on reserve at the Lusi Wong Library for students to borrow.

**Optional Textbook**


It is NOT necessary to buy the optional textbook. A copy has been placed on Reserve at the Lusi Wong Library.

**Readings Available on LEARN**


**Readings on Course Reserves**

**Course Requirements and Assessment**

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<tr>
<th>Assessment</th>
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<tr>
<td>Attendance and Active Participation</td>
<td>20%</td>
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<td>Reaction Essay:</td>
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<td>Draft Reaction Essay</td>
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<td>Questions on Group Presentations</td>
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<td>Take-Home Final Exam</td>
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**Attendance and Active Participation – 20%**
To be effective, teaching and learning require all of us to be intellectually engaged. Therefore, regular class attendance is mandatory. Active participation means that you come to class prepared for discussions and activities, and that you share your insights and experiences with the class. Your preparation, attentiveness, and willingness to share and participate in small and large groups are essential. For details about how your attendance and participation will be evaluated, please see the rubric on LEARN.

**Reaction Essay – 20%**
Each student will write one 4–6 page (double-spaced) reaction essay that engages with at least two required course readings in a way that demonstrates your capacity to elaborate, evaluate, analyze, or critique key issues and arguments in the texts. The essay is an analytic reaction paper. You ONLY have 4–6 pages to do this, so you’ll need to be quite focused, and not expect to cover everything! Choose the elements of the readings that you find most important and interesting, and compose a close reading of what the authors are trying to convey. While you may offer your commentary (critical, curious, affirmative, dubious, ambivalent, etc.), you also need to synthesize, analyze, and evaluate how the texts relate, e.g., what are the similarities and differences between different philosophies of education, or how different authors or figures complement, contradict, question, or critique each other’s ideas, thoughts, or arguments.
For this project, you will write two versions of essay. Your **Draft Reaction Essay** (marked for completion) will be worth 8% of your final grade. Your **Final Reaction Essay** (marked based on
the guidelines below as well as a rubric posted on LEARN) will be worth 12% of your final grade.

1) how carefully you present and understand the materials;
2) how clearly you’re able to communicate that understanding;
3) how well and complexly you evaluate the texts’ strengths and weaknesses;
4) how clearly and logically you present your ideas and argument;
5) how closely your argument is engaging with the texts;
6) how adequately you support your arguments/claims with evidence or examples;
7) how coherent your paragraphs are and whether the overall structure of your essay includes the following clear and effective elements: introduction, conclusion, and body paragraphs;
8) whether your essay has grammar, sentence structure, punctuation, and spelling errors;
9) whether your referencing is thorough and clear. For details about the referencing format, please see information under the Essay Format.

The draft reaction essay is due in hard copy on October 30th in class where you will be paired up with other students to review and comment on each other’s essay. Based on the peer review, you will have a chance to revise your paper and upload the revised reaction essay to the dropbox called “Final Reaction Essay” on LEARN on November 6th, before 11:59 PM.

Essay Format
The essay should be double-spaced normal font size (10–12), with adequate margins for me to make comments. Pages should be numbered. A bibliography or list of references is required. Please title your paper, though you do not need to have a separate cover page.

All references to the texts should use APA format. For example, after a quote from Fennell & Arnot, the citation (which should be placed at the end of the passage and not at the bottom of the paper) should read: (Fennell & Arnot, 2007, p. 20) or (Author, Year of Publication, page #). For specifics about the APA style, please refer to Purdue Online Writing Lab at https://owl.english.purdue.edu/owl/resource/560/01/.

Presentation – 19%
Working in groups of 3-4 students (depending on the class size), students shall prepare and present a 20-25 minute interactive presentation on an important historical figure in education and social development, followed by 5-10 minutes of Q&A. The purpose of the presentation is not only to summarize the reading, but also to outline and critically evaluate the main ideas, concepts, and issues addressed. You can incorporate external resources, such as related articles or stories, YouTube videos, podcasts, etc. into your presentation, if it helps to connect and/or illustrate the key points within the literature. Each group of students should prepare at least three substantive questions to pose to the class about the reading in order to facilitate discussion.

In assessing each presentation, the instructor will use the following checklist. Students should refer to this checklist when preparing their presentations.

Presentation Grading Checklist:
1. Content (up to 5 points to be awarded for the following):
Have the presenters identified the major trends, especially those of an intellectual nature, in the historical context in which the subject lived?

Have the presenters explained how the subject’s life, particularly his/her educational biography, shaped his/her understanding of the nature and purposes of education?

Have the presenters described the subject’s philosophy of education?

Have the presenters identified the subject’s contributions to contemporary formal education and social development?

Have the presenters assessed the enduring impact of the subject’s contributions to contemporary education and social development?

2. Effectiveness (up to 3 points to be awarded for the following)
   - Have the presenters carefully explained their main points?
   - Have the presenters adhered to the time limit (neither too short nor too long) and made effective use of the available time?
   - Have the presenters shown they are well-prepared? Have the presenters demonstrated content mastery in responding to questions?

3. Use of Resources (up to 4 points to be awarded for the following)
   - Have the presenters used media and/or technological resources creatively?
   - Have the presenters proposed at least three substantive questions to facilitate class discussion?

4. Team Work (up to 3 points to be awarded for the following)
   - Have the presenters engaged their team members by both constructively building upon or synthesizing the contributions of others?
   - Have the presenters supported a constructive team climate by doing all of the following:
     ✧ Treated team members respectfully by communicating politely and constructively.
     ✧ Used positive tone, facial expressions, and/or body language to convey a supportive attitude about the team and its work.
     ✧ Motivated teammates by expressing confidence about the importance of the task and the team’s ability to accomplish it.
     ✧ Provided assistance and/or encouragement to team members.
   - Have the presenters engaged in constructive discussions when responding to students’ questions?

Students will be asked to formulate groups in class during Week 2 to choose the reading and the week for their presentation. Presenters should email their PPT slides to the instructor one day before their group presentation (i.e., prior to 11:59 PM the Tuesday before Wednesday’s class), so that the instructor can post the slides on LEARN.

To ensure the effectiveness of the group work, in Week 3, group members will work together to develop a group contract based on the templates provided by the instructor. Presenters should email their group contract to the instructor one day before the presentation (i.e., prior to 11:59 PM the Tuesday before Wednesday’s class). Up to 2 points will be awarded for the group contract. At the end of each group presentation, each group member will conduct a self-evaluation and provide feedback on group dynamics, which will be worth 2 points. The audience will also be asked to fill out a survey that evaluates each group presentation.
Questions on Group Presentations – 11%
For each of the eleven presentations (not counting their own) during the three class sessions on October 2, 9, and 23, each student should write at least two substantive questions on an index card provided by the instructor. Since there are 12 groups of presentations in total, by the end of class on October 23, each student should submit at least 22 questions for 11 groups of presentations. Students are also encouraged to ask these questions to the presenters at the end of their presentations. Presenters are expected to respond to all questions posed to them in class.

Take-Home Final Examination – 30%
The take-home final exam will include questions on the Global Foundations of Education components of this course, including questions formulated by the instructor, questions that students write and pose to presenters, and some of the questions proposed by presenters on the content of their group presentations. It will also include at least four extended-response items based on the Global Aims of Education and Education for Peace, Sustainability, Gender Equity and Social Justice components of this course.

Please submit your completed examination to the Take-Home Final Examination Dropbox on LEARN.

If you would like feedback/comments on your examination to help improve your writing and argumentative skills, you may submit it by December 4, 11:59 PM. If you are fine with just receiving a grade on your examination, it is due on December 11, 11:59 PM.

Course Schedule

Part I: Global Foundations of Education and Social Development

Session One, September 4, 2019 – Introduction to Education and Social Development from a Global Perspective
Welcome to the course! In this session, the instructor will first review the course content, objectives, assessment criteria, and particular topics to be addressed. We will also deal with practical matters including attendance, readings, and presentation topics, etc. Then the instructor will give an introductory lecture focusing on: What are the goals of education? What is social development? What role does education play in social development? What skills, knowledge, and dispositions are needed for children to become engaged and responsible participants in a democracy? What can schools do to foster socially responsible, healthy, and happy citizens?

Recommended Readings

Session Two, September 11, 2017 – Education and Social Development in Asia
**Discussion questions to consider:** What constitutes and shapes quality of life? How can Confucianism help us make sense of collective well-being? In what ways do Confucian values of collectivism complement or contradict the Western notion of individualism? Does Confucianism inherently undermine democracy? How do we live in peace and harmony with ourselves and others?

**Required Readings**


**Documentary Clip**
*The Confucian Tradition* (1997): This documentary examines the life and era of Confucius (551–479 B.C.), focusing on his contribution to educational thought and his teachings about human relationships, filial piety, morality, and the mandate of heaven. (46 min.)

**Questions to consider for discussion after watching the clip:**
What constitutes religion? How do we govern? Should we govern by virtue or by law? What is the proper way of governing for human well-being and social development? What does it mean by reciprocity or empathy? What does it mean by humaneness or humanity? What are the five forms of human relationship and relatedness? What are the three essential values of Confucianism? What are their implications for our current life?

**Session Three, September 18, 2017 – Education and Social Development in Ancient Greece**

**Discussion questions to consider:** What does Plato inform us in terms of living a balanced and harmonious life? What fascination do the ancient Greek philosophers hold for us today? What can we learn from them that will illuminate our concerns about society and education?

**Plato:** Idealist Philosopher and Educator for the Perfect Society

**Aristotle:** Founder of Realism

**Required Readings**

**Documentary Clip**
*Greek Thought* (1989): This documentary on the life and times of Socrates, Plato, and Aristotle focuses on their contribution to Western educational and intellectual traditions. (30 min.)

Retrieved from https://www.youtube.com/watch?v=4iOouI_X_K6I

**Questions to consider for discussion after watching the clip:**
What is your view of philosophy? Do you agree that it is abstract and divorced from the real world? Do you think that Plato’s free-thinking approach of listening to your inner voice and asking questions to yourself and others until you find out the answer to an unknown question helps you understand what is truly right? Is your first duty to civil law or to your own
conscience? If public and private duties clash, what are you supposed to do? Which is more important: the individual or the state?

Session Four, September 25, 2017 – Education and Social Development in Europe
Required Readings

Lecture I – Education and Social Development in Medieval and Renaissance Europe
• Thomas Aquinas: Scholasticism and the Medieval Christian Synthesis
• Desiderius Erasmus: Renaissance Humanist and Cosmopolitan Educator

Documentary Clip I
*Renaissance and Reformation, 1450 to 1660* (1995)
Synopsis (ITMS): This documentary chronicles the rediscovery of classical thought during the Renaissance and the rise of a new mercantile economy and the various ways thinkers attempted to mold the authority of newly powerful leaders in *The Prince* (Machiavelli) and *The Education of a Christian Prince* (Erasmus). It also links Gutenberg’s printing press and mass literacy to the Protestant Reformation and centuries of religious warfare. (23 min.)

Lecture II – Education and Social Development in Reformation and Post-Reformation Europe
• Martin Luther and John Calvin: Theologians and Educators of the Protestant Reformation

Documentary Clip II
*Sectarianism and Schism in Europe* (1999)
Synopsis: This documentary highlights the violent opposition to papal politics and to an ascendant humanism. Part two plots out the religious revolt sparked by the sale of indulgences, Martin Luther’s 95 Theses, the Inquisition, and the Protestantism of John Calvin. (47 min.)

Session Five, October 2, 2019 – STUDENT PRESENTATIONS – Group One on Jean-Jacques Rousseau, Group Two on Johann Heinrich Pestalozzi, Group Three on Friedrich Froebel, and Group Four on Maria Montessori
Jean-Jacques Rousseau: Naturalism and the Enlightenment
Johann Heinrich Pestalozzi: Proponent of Educating the Heart and Senses
Friedrich Froebel: Founder of the Kindergarten
Maria Montessori: Proponent of Early Childhood Education

Required Readings
* Note: The presenters are expected to give detailed presentations of the assigned readings. All students are required to come to class prepared for actively listening to presentations, asking questions, and participating in discussions.
Mary Wollstonecraft: Proponent of Women’s Rights and Education
Horace Mann: Leader of the American Common School Movement
Jane Addams: Pioneer Urban and Multicultural Educator
John Dewey: Proponent of Pragmatism and Progressivism

Required Readings
* Note: The presenters are expected to give detailed presentations of the assigned readings. All students are required to come to class prepared for actively listening to presentations, asking questions, and participating in discussions.

October 15–18, 2019 ** Reading Week ** No Class

John Stuart Mill: Proponent of Liberalism
Mohandas Gandhi: Father of Indian Independence
W. E. B. Du Bois: Scholar and Activist for African-American Rights
Paulo Freire: Proponent of Liberation Pedagogy

Required Readings
* Note: The presenters are expected to give detailed presentations of the assigned readings. All students are required to come to class prepared for actively listening to presentations, asking questions, and participating in discussions.

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**Part II: Global Aims of Education and Social Development**

Session Eight, October 30, 2019 – Education for Autonomy and Economic Participation  
(Draft Reaction Essay due in class)

Discussion questions to consider: What is autonomy? Why is autonomy an important aim of education? Why is economic participation an important aim of education? How is educating for economic participation different from educating for the economy? What is the limitation of human capital theory?

Required Readings

Session Nine, November 6, 2019 – Education for Human Flourishing and Global Citizenship (Final Reaction Essay due)
Discussion questions to consider: What is citizenship education? Why is civic participation an important aim of education? How is educating for civic participation different from patriotic education? Why might human flourishing be the most important aim of education? What is cosmopolitanism?

Required Readings

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**Part III: Education for Peace, Sustainability, Gender Equity, and Social Justice**

**Session Ten, November 13, 2019 – Education for Peace and Sustainability**

Discussion questions to consider: What is the relationship between peace and environmental sustainability? How do we define peace? What is the difference between negative peace and positive peace? In what ways can we apply peace strategies to environmental crises? How do intersections between peace education and environmental education promote sustainable development? What is sustainability and why does it matter?

Required Readings

Documentary Clip
*Shop 'til You Drop: The Crisis of Consumerism* (2010): This documentary examines the high-octane pace of materialism to show that the flip side of accumulation is depletion – the slow, steady erosion of both natural resources and basic human values. It is a riveting look at the relationship between consumerism and the pursuit of happiness. (52 min.)

**Session Eleven, November 20, 2019 – Gender Equity and Intersectionality**

Discussion questions to consider: How are gender norms and the hidden curriculum reproduced by schools and society? What are the implicit messages conveyed to girls and boys in schools and what are the consequences of these messages? How do these messages shape who we become? What is intersectionality? In what ways does it inform our analysis of our lived experience with race, gender, class, and other social dimensions?

Required Readings
Session Twelve, November 27, 2019 – Cultural Capital, Structural Inequality, and Human Agency

**Discussion questions to consider:** What is cultural capital? In what ways does the conventional notion of cultural capital or dominant cultural capital neglect the cultural wealth of marginalized groups of students? How is social structure defined? What is the relationship between structural inequality and human agency?

**Required Readings**

December 11, 2019 – Take-Home Final Examination Due (for students who don’t request feedback). Students who would like feedback may submit it by December 4, 2019.

**IMPORTANT INFORMATION**

**Late Work**
All assignments are expected to be submitted on time. Late assignments will be accepted up to a week beyond the deadline at a penalty rate of 2% per day. After the fifth day, late assignments will not be accepted for any reason except for those outlined in the University of Waterloo calendar (e.g., medical or family emergencies, or some other such event) and will receive a grade of 0. If you encounter circumstances that you feel may cause you to be late in submitting any particular assignment, you should contact your instructor immediately, explain the circumstances, and we may discuss an extension. To do so, you must be in contact with your instructor at least 48 hours prior to the deadline to request an extension.

**Information on Plagiarism Detection**
*Turnitin.com:* Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students’ submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit alternate assignment.

**Electronic Device Policy**
Electronic devices are allowed in class, provided they do not disturb teaching or learning.

**Attendance Policy**
Roll call will be taken at the beginning of each class and students unable to attend due to illness or other valid reasons should contact the instructor prior to class. Regular class attendance is mandatory for this course. I also expect students to arrive on time and not to leave until the class is over.

Final Examination Policy
For Fall 2019, the established examination period is December 6-21, 2019. The schedule will be available at the end of September. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time (see: https://uwaterloo.ca/registrar/final-examinations)

Accommodation for Illness or Unforeseen Circumstances:
The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. See http://www.registrar.uwaterloo.ca/students/accom_illness.html

Academic Integrity:
In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. See the UWaterloo Academic Integrity webpage (https://uwaterloo.ca/academic-integrity/) and the Arts Academic Integrity webpage (https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour) for more information.

Discipline: Every student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their own actions. [Check the Office of Academic Integrity (https://uwaterloo.ca/academic-integrity) for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration, should seek guidance from the course professor, academic advisor, or Academic Dean. When misconduct has been found to have occurred, disciplinary penalties are imposed under the University of Waterloo Policy 71 – Student Discipline. For information on categories of offences and types of penalties, students should refer to Policy 71 – Student Discipline. For typical penalties check Guidelines for the Assessment of Penalties (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/assessment-penalties).

Students should also be aware that copyright laws in Canada prohibit reproducing more than 10% of any work without permission from its author, publisher, or other copyright holder. Waterloo’s policy on Fair Dealing is available here: https://uwaterloo.ca/copyright-guidelines/fair-dealing-advisory. Violation of Canada’s Copyright Act is a punishable academic offence under Policy 71 – Student Discipline.

Grievance: A student who believes that a decision affecting some aspect of university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4 (https://uwaterloo.ca/secretariat-general-
When in doubt, please be certain to contact the department’s administrative assistant, who will provide further assistance.

**Appeals:** A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there are grounds. Students who believe they have grounds for an appeal should refer to Policy 72, Student Appeals (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72).

**Academic Integrity Office (uWaterloo):** http://uwaterloo.ca/academic-integrity/

**Accommodation for Students with Disabilities:**

**Note for Students with Disabilities:** The AccessAbility Services office, located on the first floor of the Needles Hall extension (NH 1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities, without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AAS office at the beginning of each academic term.

**Intellectual Property.** Students should be aware that this course contains the intellectual property of the instructor, which can include:

- lecture handouts and presentations (e.g., PowerPoint slides)
- lecture content, both spoken and written (and any audio or video recording thereof)
- questions from various types of assessments (e.g., assignments, quizzes, tests, final exams)
- work protected by copyright (i.e., any work authored by the instructor)

Making available the intellectual property of instructors without their express written consent (e.g., uploading lecture notes or assignments to an online repository) is considered theft of intellectual property and subject to disciplinary sanctions as described in Policy 71 – Student Discipline. Students who become aware of the availability of what may be their instructor’s intellectual property in online repositories are encouraged to alert the instructor.

**Mental Health Support**
All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

**On Campus**
- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 xt 32655
- **MATES:** one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek form Student Life Centre

**Off campus, 24/7**
• **Good2Talk**: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
• Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
• **Here 24/7**: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
• **OK2BME**: set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online at the Faculty of ARTS website
Download [UWaterloo and regional mental health resources (PDF)]
Download the [WatSafe app](#) to your phone to quickly access mental health support information

**A respectful living and learning environment for all**

Everyone living, learning, and working at Renison University College is expected to contribute to creating a respectful environment free from harassment and discrimination.

If you experience or witness harassment or discrimination, seek help. You may contact Credence & Co., Renison’s external anti-harassment and anti-discrimination officers, by email (info@credenceandco.com) or by phone (519-883-8906). Credence & Co. is an independent K-W based firm which works with organizations toward thriving workplace cultures, including professional coaching, consulting, facilitation, policy development, conflict mediation and ombudsperson functions.

Harassment is unwanted attention in the form of disrespectful comments, unwanted text messages or images, degrading jokes, rude gestures, unwanted touching, or other behaviours meant to intimidate.

According to the Ontario Human Rights Code, discrimination means unequal or different treatment causing harm, whether intentional or not, because of race, disability, citizenship, ethnic origin, colour, age, creed, marital status, sex, sexual orientation, gender identity, and gender expression, or other personal characteristic.